Missouri School Improvement Program

Team Member Training

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Part I

Welcome to 4th Cycle MSIP

Thank You!

MSIP

The Missouri School Improvement Program

- review and accredit the 524 school districts in Missouri within a five-year review cycle
- mandated by state law
- goal of promoting school improvement within each district on a statewide basis

MSIP

1950 - The State Board of Education adopted Classification and Accreditation Standards.

1990 – The State Board of Education adopted new classification standards, to be implemented through MSIP.

2004 – The State Board of Education approved the revised standards and indicators manual as the basis for the fourth five-year cycle of MSIP.

2006 – The revised standards come into effect as we enter MSIP 4th Cycle.

Standards and Indicators

Outline the vision and expectations for quality schools.

Organized in three sections:

- Resource Standards
- Process Standards
- Performance Standards

What we've learned...

- ***Resource…***

Teachers and students need resources.

- ***Report existed prior to MSIP***
- ***Yearly reports provide necessary diagnostic information***

Where we are going …

Teachers and students need resources.

- No changes to the eleven 3rd Cycle Resource Standards

- Annual Report
  - Evaluation of standards with a report of findings
  - Currently revising
    - to more closely match standards and indicators
    - to generate Online report

- Resource standards on the "Items Not Waived" checklist must be met in order for a district to be eligible for a limited or full MSIP waiver.

What we've learned...

➢ ***Process...***

- Reduce paperwork and preparation
- Focus less on compliance - more on quality
- Spend time in districts that will benefit significantly from an on-site review
- Coordinate DESE school improvement efforts
- Provide adequate feedback for Districts from the review

Where we are going …

- Customized reviews
- Paperwork submitted prior to review
- Focus on quality and implementation issues
- All districts, regardless of review type, receive an MSIP report
- MSIP reports provide information regarding the team's "findings"
- Reviews are coordinated with other DESE program areas and accountability systems (i.e. priority schools, schools in school improvement, etc.)
- Advance questionnaires administered on-line for all districts
- Review Types:
  - Waiver Reviews
  - Limited Waiver Reviews
  - Full Reviews

What we've learned...

- ***Performance...***

  determines accreditation.

- ***Performance scoring guide should....***
  - reflect improvement needs of the district or a building.
  - offer more stability in APR calls.
  - recognize districts with adequate performance and/or improvement.

Where we are going …

- ***Performance…*** **"*For an accountability system to be fair it has to be complicated.*"**
- Determine accreditation
- Status and Progress measures
  - More stability in APR calls
  - Allow for appropriate "recognition"
  - Allow for credit when achievement is adequate
- APR
  - Provide more detailed, disaggregated data and evaluative, narrative feedback
  - Identify areas in need of improvement
  - Used as a true "school improvement planning tool"
  - Determine waiver eligibility

- **Fourteen (not twelve)** performance standards – Met/Not Met (**no points**)
  - MAP standards are evaluated using data for a single subject area within a grade span to determine if a standard is met (6 possible mets)
  - Reading standards are not evaluated as separate measures (0 possible mets)
  - Graduation rate replaces dropout rate standard (1 possible met)
  - Subgroup evaluation of Adequate Yearly Progress (AYP) data becomes a new standard and bonus points for "Closing the Achievement Gap" are no longer awarded (1 possible met)
  - ACT, Advance Courses, Career Ed Courses, College Placement, Career Ed Placement (5 possible mets)
  - Attendance Rate (1 possible met)

- MAP data are evaluated using only the MAP Performance Index (MPI) method

- MAP grade level tests are phased in and both grade level tests and grade span tests are evaluated

- All performance standards are evaluated using both Status and Progress measures

- Annual Distinction in Performance awarded for high achievement (Status) and improvement (Progress)

Bonus Points …(Mets)

A district not meeting one or more MAP standards may earn up to two bonus points for voluntary subject areas. (One bonus point in science and one bonus point in social studies.)

To earn bonus points in science and/or social studies:

- The district must have at least four years of test data in a subject area (including the latest year) in at least two out of three grade levels tested.

- The district must meet the designated scoring criteria in the subject area.

- The LND criteria must be met.

A K-12 district may not earn more than six “mets” from a combination of the six required MAP standards and two bonus points.

Accreditation/Reviews

Third Cycle		Fourth Cycle	
Accreditation Status	**Review Type**	**Accreditation Status**	**Review Type**
Points & Criteria Accredited – Full Waiver	Mini-Review	11+ Mets Accredited – Full Waiver	Mini-Review
106 pts overall 66 performance Accredited	Full Review	8-10 Mets Accredited – Limited Waiver	Targeted Review
83 pts overall 46 performance Provisionally Accredited	Full Review	5-7 Mets (at least 1 MAP) Provisionally Accredited	Full Review
<83 pts overall or <46 performance Unaccredited	Full Review	<5 Mets Unaccredited	Full Review

GRADE SPAN TESTS

3-5 MATHEMATICS

2001	2002	2003	2004	2005
195.2	198.3	199.4	202.1	204.5

GRADE LEVEL TESTS

3-5 MATHEMATICS

GRADE	2006
3	200.2
4	202.3
5	204.5
TOTAL	202.33

9.1*1 MAP GRADE SPAN 3-5 MATHEMATICS

GRADE SPAN DATA

GRADE L

STATUS				PROGRESS				STATUS			
Status	MPI Score (5-Yr Avg)	District Score	Status Points Earned	Progress Measures	Progress Points Earned	District Progress	Progress Points Possible	Status	MPI Score (5-Yr Avg)	District Score	Status Points Earned
High 1	220.4 +		50	Annual	10 per increase	30	40	High 1			
High 2	210.4-220.3		40	Rolling Average	10 per increase	20	30	High 2			
Average	200.5-210.3		30	3 Over 2	20	0	20	Average	???	202.3	??5??
Below Average	190.5-200.4	199.9	20	**Level Not Determined (LND)**: Zero (0) points will be awarded for grade span data when the LND is exceeded.				Below Average			
Floor	0-190.4		0					Floor			
LND > 5%?								LND > 5%?			

SUBTOTALS	20	+	30	+	5
TOTAL Status		25			
REQUIRED TO MEET		40			
TOTAL Progress + Status		55			
REQUIRED TO MEET		50			

➢Full Waivers

- Reserved for the highest performing school districts
- Qualified based upon APR Status and Progress measures
- Maintained until no longer qualified for 2 consecutive years

Full Waiver…

- ***Mini-Review***
- Mini-review/desk audit coordinated with DESE program areas
  - Items not waived checklist
    - Submit compliance paperwork prior to review
- AQ administered
- Volunteer staff to serve on review team
- Report of findings to district

Limited Waivers

- School districts with good overall performance but need improvement in some area or areas at the building/grade/subject area
- Qualified based upon APR Status and Progress
- Maintained until no longer qualified for 2 consecutive years

Limited Waiver…

- ***Targeted (Focused) -Review***

- **May consist of (1) a mini-review/desk audit and for the district to submit a plan to address the area in need or improvement or (2) a short, targeted review with small team**

- **Items not waived checklist**

- **Compliance paperwork submitted prior to review:**
  - **Advanced questionnaire (online)**
  - **District response to the standards (where applicable)**
  - **CSIP (where applicable)**

- **Curriculum may be submitted depending upon area in need of improvement**

- **Sample student assessments may be submitted depending upon area in need of improvement**

- **Report of findings to district**

➢Full Reviews

- ***Provisionally Accredited or Unaccredited…***
- Items not waived checklist
  - Compliance paperwork submitted prior to review:
- District Documentation submitted prior to review:
  - Advanced questionnaire (online, except parent)
  - District response to the standards (online)
  - CSIP
  - Curriculum
  - Sample student assessments
  - PD Plan
  - Program Evaluation Plan
  - Building-Level Bell Schedules, Building Maps, and Master Schedule of Courses w/ Room Numbers and Teacher Names

- "Findings" cited and reported to districts

Curriculum Review

Who: Panel of Experts in cooperation with the Show-Me Curriculum Administrators Association (SMCAA)

What: District submits curriculum for two areas:

- Math or Communication Arts
- one other area

When: October 1

Where: Schools undergoing full reviews or targeted MAP standard reviews

Why: To help answer essential curriculum question, “If fully implemented, will this curriculum lead to improved student performance?”

Sample Assessments

Who: “Almost” Random Sampling of teachers from all subject areas

What: All assessments (except daily “practice” homework) used during two-week window

When: The first two weeks in October

Where: Schools undergoing full reviews or targeted MAP standard reviews

Why: To help answer essential curriculum question, “Is the written curriculum implemented within buildings and classrooms in the district?”

4th Cycle Advantages

- Single-system of accountability reduces conflicts in accountability systems
- Resources allocated to provide assistance to schools that need it most
- School improvement efforts will be better coordinated to provide ongoing support
- Customized reviews will minimize paperwork/documentation necessary for on-site review
- Performance
  - Is more stable
  - Identifies areas in need of improvement
  - Allows districts to establish goals for improvement
  - More accurately reflects overall performance of district

4th Cycle Report Writing Form

- Team Members form conclusions and answer questions regarding current practice in the buildings/districts.
- Fewer checklists, more open-ended questions
- Focus will be on quality and implementation
- It's not about "Meeting" or "Not Meeting" a Process standard any more...it's about describing what is happening in the building/district.

What the onsite review looks like….

- Evening prior to review
  - Team Member Orientation
    - Team establishes focus of review

- Day One

  -District Orientation establishes context

  -Classroom Observations – Designed to get a picture of prevailing instructional practices in the district/buildings

  -Team Debriefing

  -Board Interview (Team Leader and Area Supervisor)

What the onsite review looks like...

- Day Two
  - Teacher focus groups
  - Student focus groups
  - Administrative Interviews
  - Preliminary Consensus

- Day Three
  - Team Completes the Report Writing Form
  - Team Consensus
  - Exit Conference (Team Leader and Area Supervisor)

Team Member Responsibilities

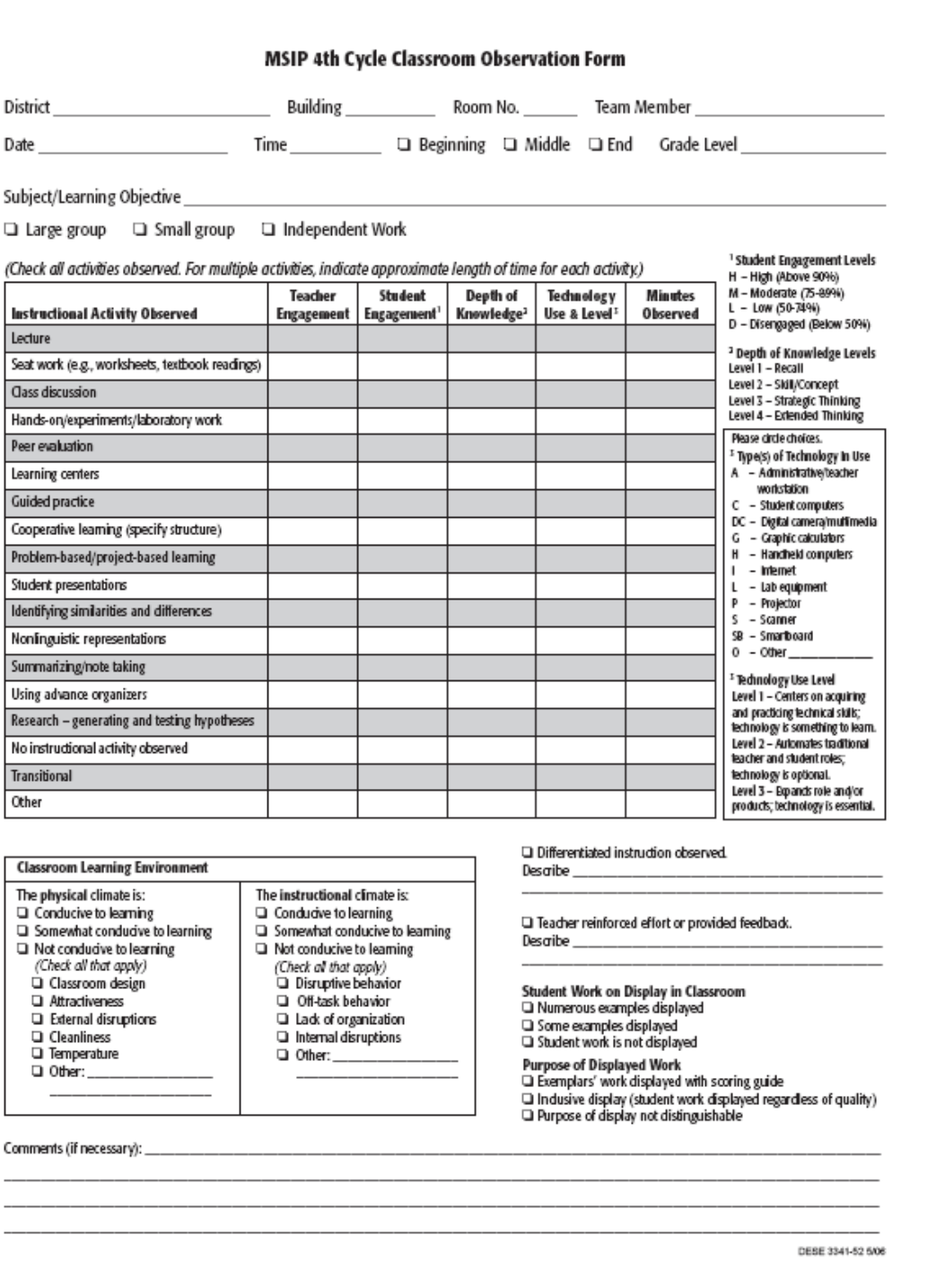
- Participate in all scheduled review activities
- Most reviews – 3 Full Days
  - Evening Prior (2-2.5 hours)
  - Day 1 (classroom observations and team debriefing)
  - Day 2 (focus groups/interviews and team debriefing)
  - Day 3- Consensus

Part II

Classroom Observations

Classroom Presence:

- Professional/courteous
- Spend enough time to gather data (10-15 min)
- Talk with students when necessary/possible
- Review lesson plan
- Move to next room



MSIP 4th Cycle Classroom Observation Form

District _____ Building _____ Room No. _____ Team Member _____

Date _____ Time _____ ❑ Beginning ❑ Middle ❑ End Grade Level _____

Subject/Learning Objective _____

❑ Large group ❑ Small group ❑ Independent Work

(Check all activities observed. For multiple activities, indicate approximate length of time for each activity.)

Instructional Activity Observed	Teacher Engagement	Student Engagement[1]	Depth of Knowledge[2]	Technology Use & Level[3]	Minutes Observed
Lecture					
Seat work (e.g., worksheets, textbook readings)					
Class discussion					
Hands-on/experiments/laboratory work					
Peer evaluation					
Learning centers					
Guided practice					
Cooperative learning (specify structure)					
Problem-based/project-based learning					
Student presentations					
Identifying similarities and differences					
Nonlinguistic representations					
Summarizing/note taking					
Using advance organizers					
Research – generating and testing hypotheses					
No instructional activity observed					
Transitional					
Other					

[1] Student Engagement Levels
H – High (Above 90%)
M – Moderate (75-89%)
L – Low (50-74%)
D – Disengaged (Below 50%)

[2] Depth of Knowledge Levels
Level 1 – Recall
Level 2 – Skill/Concept
Level 3 – Strategic Thinking
Level 4 – Extended Thinking

Please circle choices.
[3] Type(s) of Technology in Use
A – Administrative/teacher workstation
C – Student computers
DC – Digital camera/multimedia
G – Graphic calculators
H – Handheld computers
I – Internet
L – Lab equipment
P – Projector
S – Scanner
SB – Smartboard
O – Other _____

[3] Technology Use Level
Level 1 – Centers on acquiring and practicing technical skills; technology is something to learn.
Level 2 – Automates traditional teacher and student roles; technology is optional.
Level 3 – Expands role and/or products; technology is essential.

Classroom Learning Environment

The **physical** climate is:
❑ Conducive to learning
❑ Somewhat conducive to learning
❑ Not conducive to learning
(Check all that apply)
❑ Classroom design
❑ Attractiveness
❑ External disruptions
❑ Cleanliness
❑ Temperature
❑ Other: _____

The **instructional** climate is:
❑ Conducive to learning
❑ Somewhat conducive to learning
❑ Not conducive to learning
(Check all that apply)
❑ Disruptive behavior
❑ Off-task behavior
❑ Lack of organization
❑ Internal disruptions
❑ Other: _____

❑ Differentiated instruction observed.
Describe _____

❑ Teacher reinforced effort or provided feedback.
Describe _____

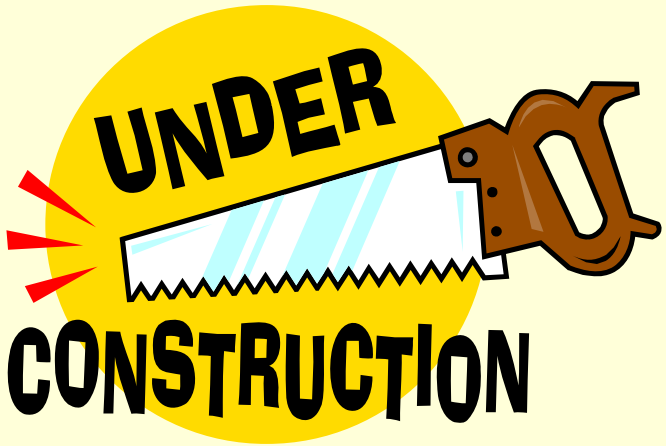
Student Work on Display in Classroom
❑ Numerous examples displayed
❑ Some examples displayed
❑ Student work is not displayed

Purpose of Displayed Work
❑ Exemplars' work displayed with scoring guide
❑ Inclusive display (student work displayed regardless of quality)
❑ Purpose of display not distinguishable

Comments (if necessary): _____

DESE 3341-52 5/08

Instructional Activities



(We are currently reviewing feedback received at trainings and will update accordingly.)

Depth of Knowledge

Level 1 Recall

Recall of a fact, information, or procedure.

Level 2 Skill/Concept

Use information or conceptual knowledge, two or more steps, etc.

Level 3 Strategic Thinking

Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer.

Level 4 Extended Thinking

Requires an investigation, time to think and process multiple conditions of the problem.

Acquire/Use/Extend Chart - Retrieve from:

http://www.mde.k12.ms.us/C&Ipresentation.ppt#327,30,Slide 30

Sample test questions

Retrieve from:
http://www.wcer.wisc.edu/wat/Tutorial/ELATutorial/Question4.aspx
http://www.wcer.wisc.edu/wat/Tutorial/SCITutorial/Question13.aspx
http://www.wcer.wisc.edu/wat/Tutorial/MathTutorial/Question50.aspx

Depth of Knowledge (DOK) Levels

Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

What does this LOOK like in the classroom?

Level One (Recall) –

Level Two (Skill/Concept) –

Level Three (Strategic Thinking) –

Level Four (Extended Thinking) –

Grappling's Technology Chart – Retrieve from:
http://www.bjpconsulting.com/files/MAPPSpectrum.pdf

What does this LOOK like in the classroom?

Level One (Literacy Uses) –

Level Two (Adapting Uses) –

Level Three (Transforming Uses) –

Reinforcing Effort and Providing Feedback

- Did teacher make a connection between effort and achievement?
- Did teacher deliver praise?
  - Did praise specify a particular accomplishment?
  - Did praise show spontaneity, variety, and other signs of credibility?
  - Did praise orient students toward better appreciation of their own task-related behavior?
- Did teacher provide feedback?
  - Did feedback provide an explanation of what was correct or incorrect?
- Did teacher convey high or low expectations of students?

- *Classroom Learning Environment*
- *Differentiated Instruction*
- *Student Work*
- *Comments*

Video Practice Segments

What the onsite review looks like….

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  - Team Member Orientation
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Part III

Focus Groups
and
Interviews

Focus Groups

- 5-8 people
- 45 minutes
- 1-2 facilitators
- Facilitators seek overall sense of group's perspective
  - Do not rely on one or two to share their opinions
  - Bounce ideas off of one another
  - Explore differences and similarities in responses
  - Start with general questions – move to specific
  - PROBE
  - Essential to determine what information you need PRIOR to entering interview
  - Prepare legible report for other team members

Focus Groups / Interviews

- Introduce yourself and explain purpose
- Complete the heading on each interview sheet
- List interviews and those mentioned in responses by position, not name
- Know what you want to know
- PROBE
- Record the main idea
- Write legibly
- Keep control – Redirect when necessary
- Keep to the interview schedule

Part IV

The Report Writing Form

Report Writing

- Seek and use documentation
  - AQ (Advance Questionnaire)
  - Curriculum Review
  - CSIP Review
  - DRS (District Response to the Standards)
  - District Documentation
  - Classroom Observations
  - Interview/Focus Group Sheets
  - Team Member Checklists

Checklist for School Climate

Complete the following checklist for the building(s) in which you conducted interviews and/or classroom observations.

Name of building(s): _____

1 – Excellent 2 – Adequate 3 – Unacceptable

E	MS	HS	OBSERVATIONS
_____	_____	_____	There is evidence that students' academic achievements are recognized.
_____	_____	_____	Student work is displayed in the building.
_____	_____	_____	Student behavior appears orderly outside of the classroom.
_____	_____	_____	Supervision of students appears to be consistent and continuous.
_____	_____	_____	Teachers' attitudes toward students appear pleasant and helpful.
_____	_____	_____	Students are observed in positive interactions with other students, teachers, and administrators.
_____	_____	_____	The number of students present in the hallways during classroom reflects a positive learning environment.

Report Writing

- Review RWF directions
- Use pencils
- Complete in grammatical sentences
- Support with evidence (level 3)
    - What did you SEE?
- Focus on findings (diagnostic vs prescriptive)
- Prepare for Preliminary Consensus

S – Student

T - Teacher

P – Principal

CO – Central Office

B – Board

L - Librarian

C – Counselor

CA – Classroom Assessments

LP – Lesson Plans

WT – Classroom Observations

AQ – Advance Questionnaire

DR – District Response

Team Consensus

The final report becomes the product of the entire team, not individual groups.

- Ask questions
- Provide relevant additional information
- Stay focused
- Prepare findings

Acknowledgements

Southern Boone County R-I

- Students

- Teachers:

- Administrators:

Sources

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Questions/Comments

School Improvement and Accreditation

http://www.dese.mo.gov

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Thank you!